

# Lindow Community Primary School



## Behaviour Policy

## **Rationale**

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Lindow Community Primary School. It outlines the school's expectations and aspirations for behaviours which are integral to teaching and learning. The policy celebrates achievement and applies sanctions where appropriate. It promotes a consistent approach which involves all staff, pupils and parents. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents/carers, Governors and other members of the wider school community.

This policy has been written in accordance with the following legislation and guidance:

- Behaviour in Schools, Advice for Headteachers and school staff (DfE) July 2022.
- Education Acts: The Education Act 1996
- School Standards Framework Act 1998,
- Education Act 2002, Education and Inspections Act 2006 and the Education Act 2011
- School Information Regulations 2008
- Equality Act 2010 Behaviour and Discipline in Schools – Advice for Headteachers and school staff.
- School suspensions and permanent exclusions guidance - DfE- July 2022
- SEND Code of Practice
- Equality Act 2010
- Children and Families Act 2014
- Mental Health and behaviour in Schools
- Keeping Children Safe in Education
- Searching, Screening and Confiscation – DfE – July 2023

The policy is the result of ongoing consultation with pupils, parents/carers and governors, staff discussion, auditing of behaviour and training. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. Children have contributed to the behaviour policy through their involvement in the development of the school's behaviour rules and class rules.

## **Aims**

- To create a culture which encourages positive behaviour, high expectations and mutual respect
- To establish a calm, safe and supportive environment conducive to learning
- To define acceptable standards of behaviour, making boundaries clear
- To ensure a consistent approach to behaviour throughout the school, empowering all members of the school community to embody its culture and to uphold the behaviour policy
- To foster positive, caring attitudes towards everyone where achievements at all levels are recognised, acknowledged and valued
- To encourage and support children to take responsibility for their own behaviour and choices
- To encourage the involvement of both home and school in the implementation of this policy

Positive behaviour is vital because it:

- Is central to a good education
- Contributes to the safety of the children
- Is an aid to successful learning (behaviour for learning)
- Gives the children a sense of wellbeing and emotional security

An awareness of the need for self-discipline, self-regulation and a responsibility to others is an important part of moral and social development. Co-operative behaviour can result in increased happiness and efficiency within the whole community.

## Practice

Everyone within the school community at Lindow acknowledges and has adopted the three behaviour rules:

# **Safe Ready Respectful**

All adults and all children are committed to following these rules with unwavering consistency. Staff, children and parents/carers have a joint responsibility in promoting positive behaviour in school. These responsibilities work in line with British Values, as well as our values at Lindow Community Primary School of Caring, Learning & Achieving.

### 1. The **Headteacher and Senior Leaders** have a responsibility to:

- Promote and drive forward a clear vision for a positive, purposeful and safe culture in school
- Take responsibility for implementing measures to maintain positive behaviour
- Empower and support staff to collectively embody the school's behaviour culture and to uphold the behaviour policy, through rigorous induction processes for new staff and regular training sessions for staff on behaviour
- Visibly and consistently support staff in managing pupil behaviour, following the behaviour policy
- Promote, among pupils, self-discipline, self-regulation and mutual respect
- Act in accordance with the current statement of behaviour principles made by the governing body (*Appendix A*).

### 2. All **staff** have a responsibility to promote good behaviour by:

- Ensuring that children have a clear induction into the school's behaviour systems, both on entry to the school and at transition points, such as the beginning of a school year and with new teachers.
- Developing a set of class rules at the beginning of each new school year, alongside pupils, within the school's overriding rules of **Safe, Ready, Respectful**.
- Treating all children fairly and with respect
- Valuing the individuality of children and recognising their differing needs
- Taking every opportunity to raise children's self-esteem by encouragement, recognition and praise
- Providing a relevant, ambitious and interesting curriculum that includes appropriate, meaningful activities
- Encouraging children to take responsibility for their own behaviour, providing support to enable children to resolve conflicts themselves
- Encouraging co-operative behaviour through the PSHE curriculum
- Recognising that a pupil's behaviour may be a potential indicator of an individual suffering from harm, abuse or neglect
- Communicating the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Being consistent in their approach and modelling expected behaviour and positive relationships
- Forming positive relationships with parents/carers where regular communication is possible
- Ensuring that all children are safe from harm (including the removal of items/objects that could prove harmful to individuals)
- Ensuring that all children are aware of safe behaviour (both in school and outside school), through the delivery elements of the PSHE curriculum (including online safety). See the 'Online Safety' policy for further details.

The school's behaviour culture consistently promotes high standards of behaviour and provides the support necessary to ensure all pupils can achieve and thrive both in and out of the classroom. The whole-school approach outlined in this policy meets the needs of all pupils, including pupils with SEND, so that a sense of belonging is established and maintained for all. Pupils with additional needs can access support where required from the school's SENDCo and ELSA through bespoke intervention sessions or through one-to-one wellbeing

support, as well through referrals to external services such as CAMHs. The SENDCo and/or ELSA will communicate with specific children with needs and their parents/carers on a regular basis via phone conversations, emails and face-to-face meetings. Where required, the support of external professionals such as CAMHS, CEAT (Cheshire East Autism Team, Educational Psychology Services and Counselling services) can be sought. Individual SEND (Special Educational Needs/Disability) support plans are written by the class teacher in consultation with the SENDCo when a child displays consistent emotional and behavioural needs and when significant additional adult support and provision are required. Through in-house consultation between the class teacher, SENDCo, ELSA and/or members of the Senior Leadership Team, a decision will be made regarding provision for individuals in this area.

3. The **children** have responsibilities:

- To consistently follow the school's key behaviour rules: **Safe, Ready, Respectful**
- To consistently follow their class rules
- To treat others with respect and kindness
- To co-operate with other children and adults
- To take care of property and the environment in and out of school
- To work to the best of their abilities and allow others to do the same
- To respect all adults working in school
- To move about school calmly and quietly

4. The **parents/carers'** responsibilities are:

- To encourage their child to consistently follow the school's key behaviour rules: **Safe, Ready, Respectful**
- To become familiar with the school's behaviour policy and practices, reinforcing this at home
- Ensure that their child goes to school regularly, on time, appropriately dressed and equipped (being mindful of items children take to school, ensuring that they are safe and appropriate)
- Make the school aware of any significant concerns or problems that might affect their child's work or behaviour
- Communicate with members of staff with respect in accordance with the 'Communications Policy'
- Work in partnership with the school to encourage and promote positive behaviour
- Support the school's policies and guidelines for behaviour
- Support the school's policy for homework
- A Home-School Agreement should be signed by parents/carers and child at the beginning of each academic year (Please refer to the annual Home School Agreement issued to parents/carers)

### **School Rules**

The following school rules have been agreed by staff and children: **Safe Ready Respectful**

*This means that we will:*

- Keep hands and feet to ourselves
- Value everyone and their contributions to the school
- Always speak politely to everyone
- Treat each other and their property as we would like to be treated
- Move carefully and quietly around the school
- Show good 'listening' behaviour when someone is talking
- Always try to understand other people's point of view

### **Class Rules**

The class agree together rules/guidelines for behaviour within their group and display them within their area under the key umbrella rules of **Safe, Ready, Respectful**. Rules are to be written in a positive manner and should be limited to 5 or 6 to ensure key points can be remembered, reinforced and retained. Rewards and sanctions are displayed alongside the agreed rules.

## Procedures

Every opportunity should be taken for recognising, promoting and encouraging good behaviour by positive reinforcement and reward. Acknowledging positive behaviour provides opportunities to reinforce the school's culture and ethos. Rewards should be applied fairly, consistently and clearly.

## Rewards

- Verbal praise and smiling/positive body language towards children
- Verbal praise to parents/carers about their children
- House points
- Class Dojos – used in every classroom to create a positive culture. Teachers can encourage their children for any skill or value by giving them a dojo.
- Stickers and certificates
- Headteacher Certificates
- Sending good work to other staff members for reward or praise
- Special jobs and responsibilities
- Positive phone call or note home
- Whole class rewards
- Weekly merits for the school values of Caring, Learning & Achieving

## Sanctions

It should be made clear to the child concerned that it is the behaviour that is unacceptable and not the child. Sanctions should always reflect the age and stage of the child. **For Reception children, an appropriate sanction that reflects the age and stage of the child will be used and will not necessarily follow the specific structure below.** Discussion around naming emotions associated with the behaviour will be discussed at all stages; and strategies to encourage and support de-escalation and self-regulation are used throughout the school in order to discuss the behaviour and emotions at an appropriate time. Staff respond promptly, predictably and with confidence to address any behaviour issues and to consider how such behaviour can be prevented from recurring. The aim is always to restore the calm and safe environment in which all pupils can learn and thrive.

The procedure and structure for school sanctions are outlined below:

- Pupil will be given a verbal warning by the adult
- Pupil will be moved to another space/table (where appropriate)
- Pupil will miss 5 minutes of break time (either inside with an adult or staying near to the teacher on duty).
- Pupil will miss all of break and writing a note or picture of apology, explaining the alternative behaviour they should have chosen.
- Pupil will miss all of their break time staying near to the teacher on duty when their class/year group is outside.
- Pupil will discuss their behaviour with the Key Stage Leader
- Pupil will discuss their behaviour with the Headteacher/Deputy Headteacher
- Parents/carers will be informed if the behaviour persists
- Pupil's parents/carers will be notified by a telephone call or in person to discuss strategies for improved behaviour with the Headteacher/Deputy Headteacher/SENDCo
- When the behaviour involves persistent breaking of class/school rules or involves physical and/or verbally inappropriate behaviour, a behaviour letter from the Headteacher is sent home to parents/carers. This outlines the behaviour choices made and the related sanctions.
- There may be some occasions where the behaviour is so extreme that it warrants suspension, made by the Headteacher (see 'Suspensions and Permanent Exclusions Policy')

(If a pupil's behaviour has not been acceptable and they have to miss some or all of a break time, it is the teacher's responsibility to ensure that the pupil is supervised at all times).

### **Additional Points when carrying out sanctions:**

- A sanction should be carried out firmly using a calm manner as it is important to remember that it is the certainty of the sanction, not the severity that needs to be addressed. This is in line with the school expectation that all people will be treated with respect.
- A sanction should be carried out when a child has broken an agreed rule and should not be based on the teacher's tolerance level.
- A sanction should always follow a warning (at least one).
- For children who persistently break the rules, a decision can be taken in consultation with the Headteacher/SENDCo about whether to set up an Individual Behaviour Support Plan with agreed behaviour targets.
- Headteachers can use exclusion in response to serious incidents or in response to persistent serious behaviour which has not improved following the above sanctions and interventions (see 'Suspensions and Permanent Exclusions Policy').
- Where appropriate, safeguarding and wellbeing plans can be written to provide additional support for the individual pupils concerned.
- Pupil transition and re-induction into behaviour systems will be made a focus following any incidents of behaviour and will be part of wellbeing support plans to ensure that positive behaviour in the future is encouraged and developed.
- For all behavioural incidents or concerns, the school's 'Child protection Policy and procedures (Safeguarding)' will be adhered to at all times, including measures to prevent child-on-child abuse and the response to such abuse (See 'Child Protection Policy and Procedures (Safeguarding)').
- The above sanctions also apply for conduct outside the school premises, including online conduct, such as when taking part in any school-organised activity, when travelling to or from school, when wearing school uniform, when identifiable as a pupil from Lindow Community Primary School, when their actions could have repercussions for the running of the school or could adversely affect the reputation of the school, or when it poses a threat to another pupil.
- Records of behaviour incidents will be kept using the school's CPOMS system and can therefore be systematically monitored, evaluated and analysed regularly by skilled staff.
- The way in which pupils relate to each other online can have a significant impact on the culture at school and therefore, the same standards of positive behaviour are expected online as they are offline; everyone should be treated with kindness, mutual respect and dignity. Any online behaviour incidents will be dealt with in line with this behaviour policy.
- Mobile phones are permitted in school for children in Year 6 only – these will be handed in to the teacher and kept in a safe place for the duration of the school day until the end of the day when they will be given back to pupils to take home.

### **Searching and Confiscation:**

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school.

The prohibited items list is in line with all DfE advice and current legislation in accordance with the Education Acts 2006 and 2011, as well as in line with the 'Searching, Screening and Confiscation Advice for schools' issued in July 2022: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to or damage to property of any person (including the pupil); an article specified in regulations, such as tobacco/cigarette papers, fireworks and pornographic images.

It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice. A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item outlined in the prohibited item section. Headteachers and other members of staff authorised by them, have

the power to search a pupil **without the pupil's consent** if they suspect they are in possession of prohibited items. The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this.

### **Positive Handling of Pupils**

Staff working with vulnerable children and members of the Senior Leadership Team are 'Team Teach' trained. Lindow Community Primary School has a variety of measures in place which will reduce the likelihood of the need for positive handling to be used. For example:

- A calm and supportive school environment;
- Positive relationships;
- Whole-school approach to developing social and emotional skills
- Structured approach to staff development

### **Suspensions and permanent exclusions**

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort. Please refer to the schools 'Suspensions and Permanent Exclusions' Policy for all details of this procedure.

### **Playtime and Lunchtime Supervision**

Children will be supervised at all times by an adult, including at playtimes and lunchtimes, whether this is in the classroom, on the playground or in the hall. Supervision may be carried out by the teachers, teaching assistants or midday assistants.

### **Use of outside agencies:**

The following outside agencies are available to support parents/carers/children who are experiencing difficulties:

- Education welfare
- Educational psychologist
- Police
- Family doctor
- CAMHS (Child and Adolescent Mental Health Service)
- CEAT (Cheshire East Autism Team)

The SENDCo, Headteacher/Deputy Headteacher/ELSA advise teachers and parents/carers on which service would be most appropriate and how to contact them.

**Policy Date:** March 2025

**Review Date:** March 2026

**Ratified by Governors:** April 2025